

Tom Williams ES Status Check 2

School Name: Tom Williams ES

Inquiry Area 1 - Student Success

Increase the percent of all students scoring above the 61st percentile in Math from 11% (fall) to 14% (winter) to 20% (spring) and (AB 219 Attainable quantitative goal) EL students from 4% (fall) to 7% (winter) to 12% (spring) as measured by MAP Growth Assessment. Therefore increasing all students' SBAC proficiency in Math from 13% to 18% and (AB 219 Attainable quantitative goal) EL students' SBAC proficiency in Math from 6.0% in 2022 to 11.0% in 2024.

Increase the percent of all students scoring above the 61st percentile in ELA from 17% (fall) to 20% (winter) to 25% (spring) and (AB 219 Attainable quantitative goal) EL students from 8% (fall) to 8% (winter) to 13% (spring) by 2024 as measured by MAP Growth Assessment. Therefore increasing all students' SBAC proficiency in ELA from 24.5% to 29.5% and (AB 219 Attainable quantitative goal) EL students from 11.3% in 2022 to 16.3% by May 2024.

Improvement Strategies	Intended Outcomes/Formative Measures	Status <i>Are we implementing the improvement strategy as planned?</i>	Now (Lessons Learned) <i>What does our progress monitoring data reveal about progress toward our goal? What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	Need <i>What do we need to be successful in taking action?</i>
All students will be engaged in rigorous, standards based Tier 1 instructions aligned to NVAC standards. .	Student SBAC score will increase.	At Risk	Our progress monitoring data indicates that 60% of students have met or exceeded their RIT goals in MAP Math, yet proficiency remains elusive. However, ELA progress monitoring has not seen comparable success. The implementation of a new ELA curriculum is underway, though hindered by teachers' struggles with the pedagogy associated with it. Conversely, improvements in teacher pedagogy regarding the math curriculum correlate with the uptick in math scores. Challenges persist in aligning teaching methodologies with the new ELA curriculum, highlighting a notable gap in performance.	To address identified challenges and performance gaps, the school aims to fully integrate an enhanced PLC model and Leverage Leadership practices by the end of the 2023-2024 academic year, led by the school leadership team and grade level teams. Continuous professional development, incorporating CCSD Teaching and Learning documents and CCSD "Look For" tools will be ongoing, with a focus on refining lesson planning and instructional strategies. Monitoring of PLC implementation and classroom coaching will be conducted by administration, learning strategists, and instructional coaches. Utilizing MAP data and assessments, teachers will identify areas for differentiation. Furthermore, common PLC and planning time have been embedded into the master schedule to facilitate collaboration, ensuring at least four common preps per week for teachers. These initiatives are aimed at improving teaching practices and student outcomes throughout the school year.	We need systematic professional learning for all staff on the district adopted ELA Tier 1 and Tier 2 instructional materials to support teachers' implementation of the new program. Substitutes for instructional rounds and professional learning. Licensed teachers to fill vacancies to keep class sizes low. School-wide PBIS structures to allow teachers more time to focus on instruction and less time on "behaviors."

Inquiry Area 2 - Adult Learning Culture

Teachers will increase the number of PLC meetings analyzing data from 25% to 50% by May 2024 as measured by the master calendar and PLC meeting notes and observations.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>The leadership team will implement structures and provide clear expectations for collaborative PLC meetings. B) The staff will engage in high-quality PLC meetings following the teaching and learning cycle.</p>	<p>Teachers will provide purposeful, differentiated, Tier 1 and Tier two whole and small group instruction.</p>	<p style="text-align: center;">At Risk</p>	<p>Our progress monitoring data highlights promising strides towards our goal, particularly evident in the improvement of our PLC structures. While there is evidence of advancement, further refinement remains necessary. Notably, teachers are actively engaging with the school-wide PLC agenda, emphasizing collaborative data analysis and purposeful instructional planning.</p> <p>Observational feedback underscores the successful implementation of new district core instructional materials in both ELA (HMH and 95% Core). However, challenges persist, notably in ELA expertise, reflecting a need for additional support and training. Conversely, the success of Math professional learning initiatives is reflected in improved Math data, indicating a positive trajectory in that area.</p>	<p>Teachers will analyze data in PLC meetings to purposefully plan for Tier 1 and Tier II instruction using the CCSD Teaching and Learning Cycle documents (Plan and Teach based on students' performance and need).</p> <p>Teachers will utilize the Tom Williams PLC agenda in weekly PLC meetings.</p> <p>Learning strategists and/or administration will attend PLC meetings to support and monitor grade level teams with data analysis and planning for Tier 1 and Tier 2 instruction.</p> <p>The Leadership team will observe and identify areas in need for professional development. Leadership team will seek professional development opportunities from vendors and/or district departments (Math/ELA)</p>	<p>Systematic school-wide professional learning for district curriculum. Substitute teachers so teachers can attend in depth professional learning and collaboration time. Buy-in from all staff that weekly data analysis is critical to student success and outcomes. Buy-in from staff that PLC and the Teaching and Learning Cycle are not "just one more thing," but things we are already doing to improve student outcomes/purposeful planning will improve achievement. The leadership team needs participate in weekly PLC meetings to support the grade level teams and conduct learning walks to identify areas that teachers need support.</p>
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Inquiry Area 3 - Connectedness

Decrease chronic absenteeism from 37% in 2022-2023 to 32% in 2023-2024 as measured on FocusEd.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<p>(A.) The school support team will clearly outline attendance expectations to all families.</p> <p>(B.) Letters will be sent out monthly to notify parents of students that are currently chronically absent. Admin will provide professional learning to staff. (C.) Attendance meetings will be held to educate and engage families about the impact of attendance on achievement.</p>	<p>Decrease the number of chronically absent students.</p>	<p style="text-align: center;">Strong</p>	<p>We have implemented a multifaceted approach. Firstly, Random Attendance Days (RAD) have been introduced during lunch, providing students with incentives on random days of the week to encourage regular attendance. Additionally, administration has actively engaged with parents through attendance meetings to identify and address underlying reasons for absences. Moreover, the school and/or district have initiated the involvement of attendance officers to intervene when students are chronically absent, ensuring a consistent effort to improve attendance rates.</p>	<p>(A.) The school support team will clearly outline attendance expectations to all families by sending a letter home to remind parents of the importance of consistent attendance. (B.) Letters will continue to be sent out monthly to notify parents of students that are currently chronically absent. (C.) Attendance meetings will be held to educate and engage families about the impact of attendance on achievement. (D) Our Communities in School Liaison (CIS) will continue to incentivize students on Random Attendance Days (RAD).</p>	<p>We need to increase parental awareness of the significance of how attendance negatively impacts instruction. We need cooperation from the families with high absenteeism rates to ensure their students get to school. We will continue to refine our systems and structures to monitor and meet with parents regarding attendance. We need to frequently remind our staff of attendance policies so they can dialogue with families. We also need an additional administrator to support our efforts to meet with families and students with high absenteeism rates.</p>